

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

AIM:

To enable students to develop the knowledge, skills and understanding to become informed, active and responsible members of their local, national and global communities.

PRINCIPLES:

Chiltern Hills Academy recognises:

- The importance of a curriculum that is relevant to the background, abilities, interests and experiences of students.
- The importance of educating the whole child and preparing them for the opportunities and experiences of adult life.
- The importance of a curriculum that provides opportunities for students to address real life issues.
- The need to show students that they can make a difference and provide opportunities for them to take an active role within their community.
- The need to provide students with the knowledge, understanding and skills to play a full, active and responsible part in society.

ETHOS

In promoting Citizenship education, Chiltern Hills Academy has a clear set of whole Academy values. Our aims with regard to citizenship are an integral part of our whole Academy aims. The Academy actively promotes links with the local community. The academic and pastoral curriculum provides numerous opportunities for students to participate in decision making within the Academy and take responsibility within their own community.

CURRICULUM PROVISION

Citizenship is delivered within a whole Academy approach, which includes a combination of:

- Focused Citizenship modules taught in targeted curriculum areas.
- Teaching Citizenship within and through other subjects, and courses.
- Citizenship activities through enrichment and tutorial work.

At Chiltern Hills Academy we aim to provide a balanced delivery of citizenship education so that it is relevant to students, connecting with their interests and experiences. We encourage students to

investigate and think critically about issues of current interest and provide students with opportunities to discuss and address real-life issues and to see that they can participate in activities that make a difference here at the Academy and in the wider community.

Citizenship is taught across the curriculum, with explicit Citizenship topics taught in a range of subject areas as part of the Citizenship programme in both KS3 and KS4. In addition to this, a programme of curricular Opportunity Days and extra-curricular activities, for all year groups, help to reinforce aspects of the Programmes of Study and to also ensure opportunities for active participation in citizenship. Activities within the Academy pastoral system such as Mentors, Student Voice and many groups offer numerous opportunities for students to become actively involved in the life of the Academy and the local community. All students also take part in many elections, charity events and have opportunities to participate in extra curricular activities and off site education. At Key Stage 5, students receive Citizenship education through the Lifeskills/tutorial programme and enrichment activities. All students have the opportunity to take an active role in Academy life and make a contribution to the Academy community through their involvement in: the Charity Committee or Student Voice; as Mentors or Buddies to Year7 students; performing arts activities; charity, voluntary community work or projects; or even as Head Boy or Head Girl.

ASSESSMENT

Assessment in Citizenship should provide regular opportunities for students to give and receive feedback on their progress and achievement, helping them to identify what they should do next. Self evaluation is an important part of the assessment process, students are encouraged to review and record their own progress and develop other skills in managing their own learning at the end of each module.

MONITORING AND EVALUATION

Heads of Department are responsible for highlighting where Citizenship is being delivered across the curriculum through schemes of work and for monitoring the delivery of cross curricular Citizenship within lessons. Discussion and the sharing of good practice at departmental meetings will allow staff to evaluate the success of provision within departments. Feedback will be taken from staff and students involved in extra-curricular activities to monitor the quality of provision.

The mapping and delivery is shared between KS3 Lifeskills and KS4/5 Lifeskills Co-ordinators.

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy.

